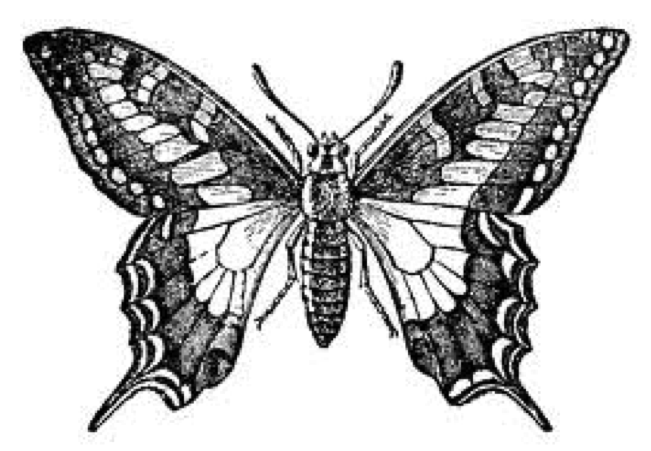
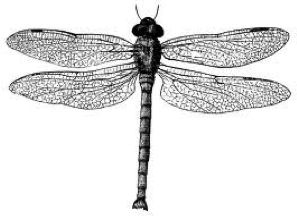


Name 2.MD.4



The lines show the wingspan of a dragonfly and a butterfly. How many centimeters longer is the butterfly’s wingspan than the dragonfly’s wingspan?

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| --- |
| Teacher notes:  Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  Students who demonstrate mastery accurately measure their items both butterflies using centimeters and find the difference of the wingspan lengths.  Students who demonstrate marginal partial accomplishment might measure in inches but record it as centimeters. Or students who need improvement may not begin a 0 on their ruler and obtain an incorrect answer because they do not find the difference between the beginning and ending points.  Also, since this is a multistep problem, some students may only measure the butterflies, but forget to find the difference between the wingspans.  If students are only following a procedure to measure objects, they may fall back to their early counting and look at the numbers on the rulers and not pay attention that they are counting the spaces or units on the ruler. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |